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ABSTRACT

The document contains a six-page self-evaluation instrument by which teachers involved in career education programs can rate themselves on the degree to which they have promoted school/business/community cooperation in career education. The evaluation instrument is prefaced by a brief paper explaining the career education concept and the importance of business and community involvement in the school program. Also included is a list of 12 principles for building better school/business/community cooperation on career education which were developed in a class taught by the author at Boston University's School of Education. (AJ)

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SELF-EVALUATION MODEL FOR SCHOOL/BUSINESS/COMMUNITY COOPERATION IN CAREER EDUCATION**

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SELF-EVALUATION MODEL FOR SCHOOL/BUSINESS/COMMUNITY/COOPERATION IN CAREER EDUCATION

A fundamental purpose of education is to prepare students to be productive members of society. So far, our school systems do not perform their function properly. Too many youths leave schools without having developed marketable skill, the ability to make reasonable career choices, or the capacity to attain maximum personal fulfillment from their lives.

Indeed, careful analysis of the structure and function of our present school systems compels one to seriously entertain the idea that it is impossible for the school system to accomplish what needs to be done; the present system simply is not built to do the job. Efforts by professional educators, community leaders and others continue in many places to reform and revise the present educational system. Many efforts have met with some degree of success but most offer only piecemeal remedies.

What is required, in essence, is a total educational system reform which would strive to provide each student with a means to select and pursue a life's path which would maximize his aspirations and abilities. The student would have the opportunity to develop the kinds of knowledge, understanding, and skills needed to live in a work-oriented society. Such a model of education can be considered Career Education.

Career Education

Under the Career Education concept, besides learning how to read, write, and compute, the Career Education student in the elemntary grades, 1 through 6, studies history, languages, and the physical and social sciences. Simultaneously, he explores the world of work through a wide spectrum of occupational "clusters".

In the middle grades, 7 through 9, the student examines more closely those clusters in which he is most interested. By the end of the 10th grade, he develops elementary job entry skills which he can pursue if he does not complete the 12th grade. If he does not complete the 12th grade, the student is prepared to enter the world of work or to continue his education at a postsecondary institution--college, technical institute, or other- suitable to his needs, interests, and abilities.

All students have the opportunity to enjoy actual work during their school years. This is accomplished through cooperative arrangements with school, employer, community and government agencies. Extensive guidance and counseling activities assist the student to discover and develop his particualr interests and abilities and match them against potential careers.

As an experimental alternative to traditional elementary and secondary education, Career Education has been conceptualized in three separate forms: (1) career Education based in the schools, (2) Career Education based in the home, and (3) Career Education based on the employer. The school-based Career Education idea revolves around the school's providing a greater emphasis than present on students' developing occupational skills in the course of his

high school education. Employer-based career eduation involves business, industry and public and private agencies in preparing youth at the secondary level to seek immediate employment on one hand, and to continue education to to eventual employment on the other hand. The home-based Career Education concept involves the use of various media, primarily television, to introduce vocational development concepts into the home.

In short, the Career Education movement seeks to make major changes in the American educational system without the infusion of massive amounts of new educational monies. American education badly needs the kind of impetus for change that can best come through the expressions of need for change on the part of the business-labor-industry community. The Career Education movement holds great potentiaal for creating changes that will make education more relevant and responsive to the current and projected needs of our free enterprise system. It is a movement that can be effectively converted into reality only with the full support and particiaption of the business community. The real world of work outside of the formal educational system must quickly become a part of the total system of American education. Career Education represents a movement that seeks to make this happen.

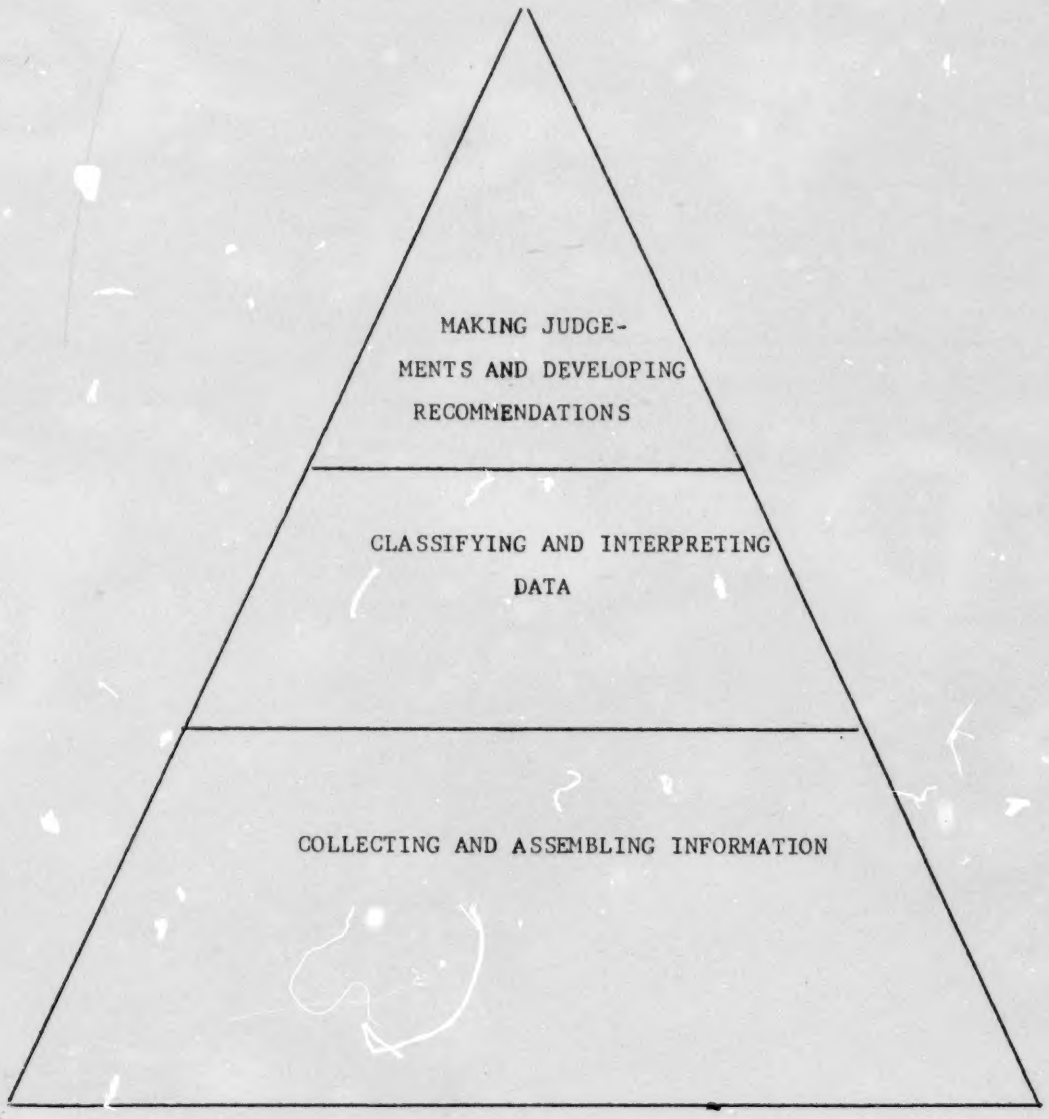
The Career Education movement cannot succeed if carried only within the four walls of the school. Success of this movement will be predicated on the active involvement of school/business/communnity/cooperation. Schools need business and comm unity cooperation in establishing Career Education programs, in supporting such programs where they exist, and in providing consultative assistance and leadership in policy making for Career Education programs.

The cooperation of school, businees, and community on the determination of the proposed plan and policy of Career Education has been increasing rapidly.

This trend toward broader school/business/community/cooperation in Career Education development process is of major significance for professional as well as community people. However, if Career Education is to realize the notable value of the broader based cooperation, ways and means must be provided whereby citizen groups may work more effectively and make the maximum contribution to the schools.

There are three levels of cooperation that the business community can provide. The first level, the collecting and assembling of information relating to business activities, is broadly based and may involve varying degrees of particiaption by a major proportion of the citizens in this community. The second level of cooperation from the business community involves the analysis and interpretation of the information collected. At the third level, judgements can be made, conclusions can be reached, and courses of action can be recommended- this is the actual adoption of plans or the enactment of the policy. (See chart I.) The base of the triangle refers to the fact that more people are involved in the process, As we go upward, less people will be involved and the decision making process will involve more specialized persons.

CHART 1-THREE LEVELS OF SCHOOL/BUSINESS/COMMUNITY COOPERATION IN CAREER EDUCATION



Broad school/business/community cooperation presents both an opportunity and a challenge to career educators. A new and skilfull type of leadership is called for if the career educator is to grasp the opportunity presented by the business and community people. The following general principles on school/business/community/cooperation are developed as a result of the course entitled: " SCHOOL/BUSINESS/COMMUNITY/COOPERATION IN CAREER EDUCATION". during the spring, 1976, at the School of Education, BOston University.

PRINCIPLES FOR BUILDING BETTER

SCHOOL-BUSINESS-COMMUNITY COOPERATION

IN CAREER EDUCATION

1. In order to function at optimal level a Career Education program depends largely upon the sincere cooperation of the school-business-community.

2. The Career Education program must first be explained and interpreted to students, faculty, and administrators throughout the school.

3. An Advisory Committee composed of students, teachers, parents, employers, and community leaders should be established to utilize participant input wherever possible.

4. The Advisory Committee should be consulted when the curriculum is to be revised, new buildings are planned, equipment is to be purchased, or a problem of concern to the school, business, or community arises.

5. Business and community leaders should be encouraged to visit the school to become familiar with all aspects of the Career Education program and to suggest new aspects of the program where necessary.

6. Teachers should be encouraged to visit business firms and community agencies to become familiar with employee conditions and opportunities and to help business and community leaders solve problems related to in-service training.

7. When possible teachers should get actual experience in local business firms and community agencies and whenever opportunity permits career educators should be encouraged to affiliate with local associations such as the Chamber of Commerce.

8. In order to coordinate the work of the school with that of business and the community, teachers in the Career Education program should be encouraged to become familiar with assisting in the preparation of job service, job analysis, job distribution, and job qualifications.

9. Business people, community leaders, teachers, and parents should frequently exchange their views concerning the Career Education program in community clubs and social organizations as well as in the Parent-Teacher Association.

10. Students should be given opportunities to meet business people and community leaders. They should also be encouraged to participate in business and community organizations such as the Junior Chamber of Commerce.

11. When practical students should gain experience working part-time in local business firms and community organizations.

12. Good press relations should be maintained at all times to insure accurate and complete coverage of the Career Education program and to publicize current news in the field.

SELF-EVALUATION MODEL ON SCHOOL/BUSINESS/COMMUNITY COOPERATION IN CAREER EDUCATION

There are fifty questions for you to evaluate yourself concerning School/Business/Community Cooperation in Career Education.

Please rate on a scale from 1 to 5 the degree of evidence in terms of your experience so far in the area of Career Education.

1. Minimum degree
2. Small degree
3. Moderate degree
4. Large degree
5. Maximum degree

There are no true or false answers. This is purely for you to evaluate yourself to see if you have done an efficient job on School/Business/Community Cooperation in Career Education. After you finish your ratings you can add the numbers together and compare the score to the following scale to determine the degree of evidence of your engagement in SCHOOL/BUSINESS/COMMUNITY relations.

201-250----A
151-200----B
101-150----C
51-100----D
1- 50----E

If your score is about 101 you have showed a very good degree of evidence that you have done your job on School/Business/Community Cooperation. If your score is 100 or below you need to spend more time catching up.

I always felt that the self-evaluation model is the most efficient model for you to develop the necessary skills required to be successful in School/Business/Community Cooperation in Career Education.

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A SELF-EVALUATION MODEL ON SCHOOL/BUSINESS/COMMUNITY COOPERATION IN CAREER EDUCATION

Please answer the following questions by circling the appropriate number.(1,2,3,4,5)

Definition of Numbers - Degree of Evidence:

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To what extent:

1. Have you explained and interpreted the Career Education program to the students, faculty and administrators throughout the school?	1	2	3	4	5
2. Have you explained the objectives, standards of achievement, classroom procedures, and curriculum offered in Career Education to businessmen, and parents?.....	1	2	3	4	5
3. Are attractive leaflets, pamphlets, and handbooks explaining the CEP distributed by you in sufficient quantities to pupils, parents, businessmen and others who should know about the CEP?.....	1	2	3	4	5
4. Do you capitalize on opportunities to speak to, or affiliate with various business clubs-organizations (NOMA, Chamber of Commerce, Rotary Club)?.....	1	2	3	4	5
5. Do you invite businessmen and community leaders to the school for short "assigned" talks?.....	1	2	3	4	5
6. Do you familiarize businessmen and parents with the improvements needed and with the problems involved in carrying out the CEP?.....	1	2	3	4	5
7. Do you familiarize parents with the requirements and demands in the business field] so that they can offer adequate guidance to their sons/daughters?.....	1	2	3	4	5

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To What extent:

8. Do you participate in community projects such as Community Chest Drives and others of a similar nature?	1	2	3	4	5
9. Have you established an advisory committee (composed of yourself, office managers, employers, employees, students, parents, community leaders) which is utilized in curriculum planning and in coordinating the work of the school with that of business?.....	1	2	3	4	5
10. Do you consult the advisory committee when the curriculum is to be revised, equipment is to be purchased, or when there is a problem of concern to the school, business or community?.....	1	2	3	4	5
11. Do you encourage teachers to visit business firms and community agencies to become familiar with employess' conditions and opportunities and to help business and community leaders solve problems related to in-service training?.....	1	2	3	4	5
12. Do you encourage business and community leaders to visit the school to become familiar with all aspects of the CEP and to suggest new aspects of the program where necessary?.....	1	2	3	4	5
13. Do you encourage teachers to get actual experience in local business firms and community agencies?.....	1	2	3	4	5
14. Do you encourage teachers and students to become familiar with assisting in the preparation of job-service, job analysis, job distribution, and job qualifications, in order to coordinate the work of school with that of business?.....	1	2	3	4	5

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To what extent:

15. Do you encourage business people, community leaders, teachers, parents, to exchange their views concerning the CEP in community clubs and social organizations as well as the PTA?.....	1	2	3	4	5
16. Do you provide students with the opportunity to meet businessmen?.....	1	2	3	4	5
17. Do you encourage students to participate in business and community organizations such as: the Junior Chamber of Commerce, Future Business Leaders of America, etc?.....	1	2	3	4	5
18. Do you encourage students, when practical, to gain experience working part-time in local business firms and community organizations outside of school and during the summers?.....	1	2	3	4	5
19. Do you acquaint students with businessmen by such means as visitation, conferences, or a cooperative training program?.....	1	2	3	4	5
20. Do you maintain favorable relationships with graduates through an effective follow-up program by contacts, through the newspaper, extra-curricular activities, or planned luncheon discussions?.....	1	2	3	4	5
21. Do you promote your relationship with parents through home visits, conferences or parent-teacher meetings?.....	1	2	3	4	5
22. Do you engage in informal discussions with members of the business community in the conduct of day-to-day transactions?.....	1	2	3	4	5
23. Do you accept and encourage invitations to speak to community groups?.....	1	2	3	4	5
24. Do you sponsor a career day for students interested in business occupations which involves participation by leaders in the local business community?.....	1	2	3	4	5

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To what extent:

25. Do you contribute your skills and knowledge to at least one organization engaged in projects designed to improve the community or assist less fortunate members of society?.....	1	2	3	4	5
26. Do you secure participation of local business leaders in developing a program of full-day employment experience for students enrolled in vocational business programs?.....	1	2	3	4	5
27. Do you encourage class projects which necessitate student visitations to local businesses?....	1	2	3	4	5
28. Do you request business organizations in the community to contribute supplies and surplus equipment for use in classroom instruction?.....	1	2	3	4	5
29. Have you developed a placement service for graduating seniors, designed to assist local business organizations secure qualified employees?.....	1	2	3	4	5
30. Do you inform the proper authorities of justifiable improvements and changes in the program and are the improvements and changes incorporated in the program to meet the current needs?.....	1	2	3	4	5
31. Do you hold assemblies, class discussions, and extra-curricular activities which are used as a means of interpreting the career education program?	1	2	3	4	5
32. Do you, career education teachers, supervisors, and the department head, attempt to cultivate your social relationships with members of the school board and leaders within the school?.....	1	2	3	4	5
33. Do you provide publicity concerning your professional activities and the programs offered by your department?.....	1	2	3	4	5
34. Do you maintain good press relations at all times to insure accurate and complete coverage of the CEP and to publicize current news in the field?.....	1	2	3	4	5

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To what extent:

35. Do you insure that the local and school newspapers carry adequate coverage, interpretation, and interest news of career education as measured by such factors as: proper balance, appeal, immediacy, illustration, quality of writings, and space devoted to career education over a period of time?.....	1	2	3	4	5
36. Do you make sure that school magazines, newspapers, and other regular publications are distributed in sufficient quantities to the readers with who good public relations is desired?.....	1	2	3	4	5
37. Are you familiar with job descriptions, job qualifications, and job analyses made by business firms, as a background for promoting public relations and coordinating school and business activities?.....	1	2	3	4	5
38. Do you affiliate with, and contribute to business organizations which promote better public relations on a state and national basis?.....	1	2	3	4	5
39. Do you consider the total program of public relations effective and desirable?.....	1	2	3	4	5
40. Are the career education personnel enthusiastic about the CEP, willing to improve it, and stand behind the total program?.....	1	2	3	4	5
41. Is the total pattern of the CEP students' activities your concern?.....	1	2	3	4	5
42. Do you review community relations ..... operation plan(s)?	1	2	3	4	5
43. Have you made an initial analysis of community resources?.....	1	2	3	4	5

1) Minimum degree
2) Small degree
3) Moderate degree
4) Large degree
5) Maximum degree

To what extent:

44. Do you provide orientation concerning career education to government agencies?.....1	2	3	4	5
45. Have you developed a program to involve retired people in career education?.....1	2	3	4	5
46. Have you initiated an in-service program for paraprofessional staff?.....1	2	3	4	5
47. Have you set up a community information system?....1	2	3	4	5
48. Have you appointed a community liason person?.....1	2	3	4	5
49. Have you made an inventory of existing community relations activities?.....1	2	3	4	5
50. Have you developed a system to handle visitors who want to see career education activity?.....1	2	3	4	5

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